Calculating STAAR Progress Measures

<u>Step 1.</u> Determine if the student should receive a STAAR progress measure.

In order to receive a progress measure in 2014, a student must meet **ALL** of the following criteria within the same content area (reading, mathematics, or English):
- Have a valid score from the prior year and the current year
- Have tested in successive grade levels or end of course (EOC) tests in the prior year and the current year. Students who took the same grade-level or EOC test in the prior year and the current year will not receive a progress measure. Students who take STAAR assessments and have skipped a grade level between the prior year and the current year, will also receive a progress measure. Students who take STAAR Modified and STAAR Alternate assessments and have skipped a grade level between the prior year and the current year will not receive a progress measure.
- Have taken the same version or type of test in the prior year and the current year (i.e., STAAR, STAAR Modified, or STAAR Alternate)
- For STAAR reading assessments, have taken tests in the same language in the prior year and the current year (i.e., English or Spanish).

Note that students identified as limited English proficient (LEP) and tested in Spanish language test versions must also meet the criteria above. LEP students tested in English language test versions will only receive a STAAR progress measure if they are not eligible for the ELL progress measure.

If a student does not meet one or more of these criteria, the student will not receive a progress measure. Some students may meet the criteria and receive a progress measure for one content area but not another.

The following steps apply for students who took STAAR tests.

<u>Step 2.</u> Compile the needed information to compute a STAAR progress measure.

In order to calculate the progress measure, the following student information is needed:
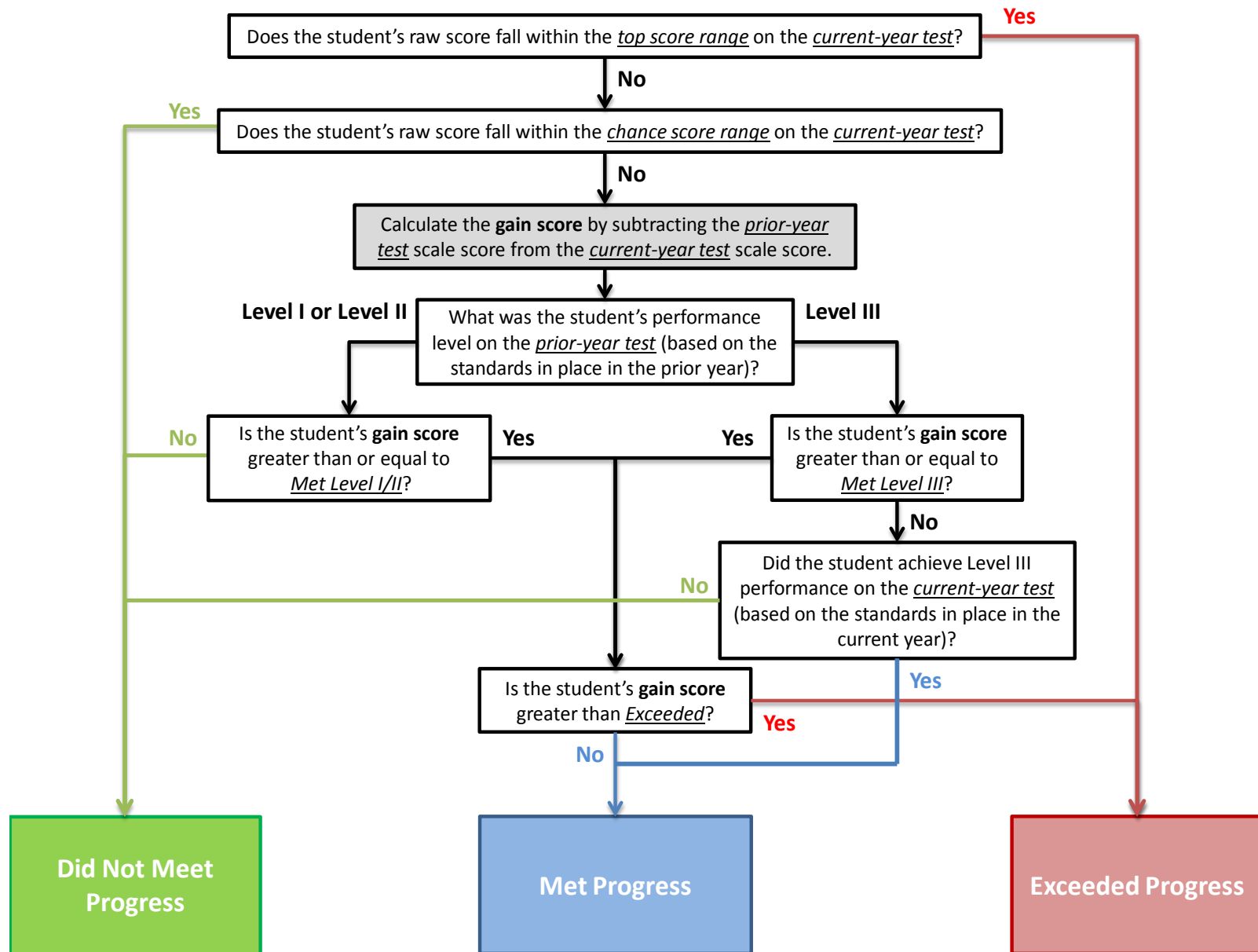- Test information from the current year, including
  - Grade level
  - Content area
  - Test language (English or Spanish)
  - Scale score
  - Raw score
  - Performance level (Level I, Level II, or Level III) based on the performance standards in place in the current year (phase-in 1, phase-in 2, or final recommended)

- Test information from the prior year, including
  - Grade level
  - Content area
  - Test language (English or Spanish)
  - Scale Score
  - Performance level (Level I, Level II, or Level III) based on the performance standards in place in the prior year (phase-in 1, phase-in 2, or final recommended)
- Gain score = Current-year scale score – Prior-year scale score

Step 3. Compute STAAR progress measure.

Use the "Guide to Computing STAAR Progress Measures" and the tables (Table 1 for STAAR, Table 2 for STAAR Modified) on the following pages to calculate a student's STAAR progress measure.

Guide to Computing STAAR Progress Measures

Does the student's raw score fall within the *top score range* on the *current-year test*? — **Yes** → **Exceeded Progress**

No

Does the student's raw score fall within the *chance score range* on the *current-year test*? — **Yes** → **Did Not Meet Progress**

No

Calculate the **gain score** by subtracting the *prior-year test* scale score from the *current-year test* scale score.

What was the student's performance level on the *prior-year test* (based on the standards in place in the prior year)?

Level I or Level II → Is the student's **gain score** greater than or equal to *Met Level I/II*?

Level III → Is the student's **gain score** greater than or equal to *Met Level III*?

Is the student's **gain score** greater than or equal to *Met Level I/II*? — **No** → **Did Not Meet Progress** — **Yes** →

Is the student's **gain score** greater than or equal to *Met Level III*? — **Yes** →

No

Did the student achieve Level III performance on the *current-year test* (based on the standards in place in the current year)?

No →

Yes → **Exceeded Progress**

Is the student's **gain score** greater than *Exceeded*? — **Yes** → **Exceeded Progress**

No → **Met Progress**

Did Not Meet Progress

Met Progress

Exceeded Progress

Table 1 - Values for Computing STAAR Progress Measures

Current Year Test	Prior Year Test	Met Level I/II[1]	Met Level III[2]	Exceeded[3]	Top Score Range[4]	Chance Score Range[5]
Grade 4 Mathematics[6]	Grade 3 Mathematics	70	62	148	46-48	0-11
Grade 5 Mathematics[6]	Grade 4 Mathematics	28	33	111	48-50	0-11
Grade 6 Mathematics	Grade 5 Mathematics	31	52	135	50-52	0-12
Grade 7 Mathematics	Grade 6 Mathematics	20	36	140	52-54	0-12
Grade 8 Mathematics	Grade 7 Mathematics	22	65	185	54-56	0-13
Algebra I	Grade 7 Mathematics	2322	2535	2655	52-54	0-12
Algebra I	Grade 8 Mathematics	2300	2470	2633	52-54	0-12
Grade 4 English Reading	Grade 3 English Reading	82	78	165	42-44	0-11
Grade 5 English Reading	Grade 4 English Reading	32	34	117	44-46	0-11
Grade 6 Reading	Grade 5 English Reading	47	51	136	46-48	0-12
Grade 7 Reading	Grade 6 Reading	45	35	124	48-50	0-12
Grade 8 Reading	Grade 7 Reading	26	30	109	50-52	0-13
Grade 4 Spanish Reading	Grade 3 Spanish Reading	95	104	192	42-44	0-11
Grade 5 Spanish Reading	Grade 4 Spanish Reading	43	65	162	44-46	0-11
English II[7]	English I	0	140	831	90-92	0-18

Note: To calculate the STAAR progress measure targets for skipped grades, use the following rules:
- **Met Level I/II is the sum of all the Met Level I/II values from the previous year grade level assessment to the current year grade level assessment (e.g. The Met Level I/II value for a student going from grade 3 to grade 6 mathematics is 129 = 70 + 28 + 31).**
- **Met Level III is the sum of all the Met Level III values from the previous year grade level assessment to the current year grade level assessment (e.g. The Met Level III value for a student going from grade 3 to grade 6 mathematics is 147 = 62 + 33 + 52).**
- **Exceeded is the sum of all the Met Level I/II values from the previous year grade level assessment to one year less than the current year grade level assessment plus the Exceeded value from one year less than the current year grade level assessment to the current year grade level assessment (e.g. The Exceeded value for a student going from grade 3 to grade 6 mathematics is 233 = 70 + 28 + 135).**

[1] Met Level I/II is the distance or difference between the final recommended Level II standards on the current-year and prior-year tests.
[2] Met Level III is the distance or difference between the Level III standards on the current-year and prior-year tests.
[3] Exceeded is the distance or difference between the current-year test Level III standard and the prior-year test final recommended Level II standard.
[4] Top Score Range is the range of the top three possible raw scores on the current-year test.
[5] Chance Score Range is the range of raw scores that could be reasonably attained through guessing alone. For reading and mathematics tests (including Algebra I), chance is defined as ¼ of the multiple-choice questions (i.e., not including griddable questions). Chance on English II is defined as ¼ of the possible multiple-choice raw-score points, plus the weighted (x3) value associated with summed scores of 2 on the essays , and scores of zero on the short answer questions.
[6] Applies for both English and Spanish mathematics.
[7] English II will first be reported in July 2014

Table 2 - Values for Computing STAAR Modified Progress Measures

Current Year Test	Prior Year Test	Met Level I/II[8]	Met Level III[9]	Exceeded[10]	Top Score Range[11]	Chance Score Range[12]
Grade 4 Mathematics	Grade 3 Mathematics	0	-52	526	36-38	0-12
Grade 5 Mathematics	Grade 4 Mathematics	0	165	691	38-40	0-13
Grade 6 Mathematics	Grade 5 Mathematics	0	-229	462	40-42	0-13
Grade 7 Mathematics	Grade 6 Mathematics	0	89	551	41-43	0-14
Grade 8 Mathematics	Grade 7 Mathematics	0	26	577	43-45	0-14
Algebra I	Grade 8 Mathematics	0	-107	470	41-43	0-14
Grade 4 Reading	Grade 3 English Reading	0	-68	238	33-35	0-11
Grade 5 Reading	Grade 4 English Reading	0	74	312	35-37	0-12
Grade 6 Reading	Grade 5 English Reading	0	4	316	36-38	0-12
Grade 7 Reading	Grade 6 Reading	0	52	368	38-40	0-13
Grade 8 Reading	Grade 7 Reading	0	68	436	40-42	0-14

Note: Negative progress targets result from the use of horizontal scales (all Modified tests have horizontal scales) and the movement across scales (from grades 3–8 to EOC). For more information please see question 6 in the STAAR Progress Measure Q & A document.

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[8] Met Level I/II is the distance or difference between the final recommended Level II standards on the current year and prior year tests

[9] Met Level III is the distance or difference between the Level III standards on the current year and prior year tests

[10] Exceeded is the distance or difference between the current year test Level III standard and the prior year test final recommended Level II standard

[11] Top Score Range is the range of the top three possible raw scores on the current year test

[12] Chance Score Range is the range of raw scores that could be reasonably attained through guessing alone. For reading and mathematics tests (including Algebra I), chance is defined as ⅓ of the multiple choice questions (i.e., not including griddable questions).

An Example: STAAR Grade 4 Mathematics

Step 1. Determine if the student should receive a STAAR progress measure.

The student meets **ALL** of the criteria for mathematics.
- The student has a valid score for mathematics in 2013 and a valid score for mathematics in 2014
- The student did not test in the same grade levels (grade 3 in 2013 and grade 4 in 2014) in mathematics.
- Both mathematics tests were the same version or type of test (STAAR)

Since the student meets all the criteria, the student will receive a progress measure in mathematics.

Step 2. Compile the needed information to compute a STAAR progress measure.

In order to calculate the progress measure, the following student information is needed:
- Test information from the current year, including
  - Grade level – 4
  - Content area – mathematics
  - Scale score – 1481
  - Raw score – 30
  - Performance level – Level II (based on phase-in 1 standards)
- Test information from the prior year, including
  - Grade level – 3
  - Content area – mathematics
  - Scale Score – 1336
  - Performance Level – Level I (based on phase-in 1 standards)
- Gain score = 1481 – 1336 = 145

Step 3. Compute STAAR progress measure.

The following page illustrates how the student information from Step 2 and the values in Table 1 are used to determine the value of the STAAR progress measure.

An Example: STAAR Grade 4 Mathematics

Is the student's raw score between 46 and 48 (*top score range*) on the *current-year test*, grade 4 mathematics?

No, 30 is not in the range

Is the student's raw score between 0 to 11 (*chance score range*) on the *current-year test*, grade 4 mathematics?

No, 30 is not in the range

Calculate the **gain score** by subtracting the *prior-year test*, grade 3 mathematics, scale score from the *current-year test*, grade 4 mathematics, scale score.

1481 − 1336 = 145

Level I or Level II

What was the student's performance level on the *prior-year test*, grade 3 mathematics?

Was the student's **gain score** greater than or equal to a 70 (*Met Level I/II*)?

Yes, 145>70

Was the student's **gain score** greater than or equal to a 62 (*Met Level III*)?

Did the student achieve a Level III score for the *current-year test*, grade 4 mathematics?

Was the student's **gain score** greater than a 148 (*Exceeded*)?

No, 145<148

Did Not Meet Progress for Grade 4 Mathematics

Met Progress for Grade 4 Mathematics

Student has Met Progress for grade 4 mathematics

Exceeded Progress for Grade 4 Mathematics